



Computer-Based Sample Test Scoring Guide Grade 7 ELA Writing



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Prepared by the Arizona Department of Education*

About the Sample Test Scoring Guide

The Arizona's Academic Standards Assessment (AASA) Sample Test Scoring Guides provide details about the items, student response types, correct responses, and related scoring considerations for AASA Sample Test items.

Within this guide, each item is presented with the following information:

- Item number
- Strand
- Cluster
- Content Standard
- Depth of Knowledge (DOK)
- Static presentation of the item
- Static presentation of student response field (when appropriate)
- Answer key, rubric or exemplar
- Applicable score point(s) for each item

The items included in this guide are representative of the kinds of items that students can expect to experience when taking the computer-based test for AASA Grade 7 ELA Writing.

Grade 7 Sample Test – Writing

| Item Number | Strand | Cluster | Content Standard | DOK |
|-------------|---------|-------------------------|------------------|-----|
| 1 | Writing | Text Types and Purposes | 7.W.2 | 4 |

Passages:

- *Source 1: The Rise and Fall of Roadside Attraction*
- *Source 2: Searching for Stories Along American Roadsides*
- *Source 3: Route 66 Roadside Attractions in Arizona*

Roadside Attractions

Roadside attractions were built in the mid-1900s to attract travelers and get them to stop. Some of these sites still remain for people to see.

Write a multi-paragraph informative essay about why the historic attractions that still remain continue to be meaningful. Use information from the sources in your essay.

Manage your time carefully so that you can do the following actions:

- Read the sources.
- Plan your response.
- Write your response.
- Revise and edit your response.

Be sure to include the following tasks:

- Use evidence from multiple sources.
- Avoid overly relying on one source.

Your response should be in the form of a multi-paragraph essay. Enter your response in the space provided.

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Informative-Explanatory Writing Guide

| Purpose, Focus, and Organization |
|--|
| <p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> • Strongly maintained controlling idea with little or no loosely related material • Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas • Logical progression of ideas from beginning to end with a satisfying introduction and conclusion • Appropriate style and objective tone established and maintained |
| Evidence and Elaboration |
| <p>The response provides thorough and convincing support, citing evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Smoothly integrated, thorough, and relevant evidence, including precise references to sources • Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text • Clear and effective expression of ideas, using precise language • Academic and domain-specific vocabulary clearly appropriate for the audience and purpose • Varied sentence structure, demonstrating language facility |
| Conventions |
| <p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Some minor errors in usage, but no patterns of errors • Adequate use of punctuation, capitalization, sentence formation, and spelling |
| References and Citations |
| <p>When referring to evidence and information from passages, students should use paraphrasing and short quotations. To credit sources, students should use informal, in-text citations (e.g., MLA author or title tags).</p> |

Top Score Response

- A complete response will include detailed information about various roadside attractions and what makes them meaningful. Details and evidence for what made them meaningful may include but are not limited to:
 - Entertainment
 - "Visitors relished these amusing oddities, especially during the peak of their popularity in the 1950s. These unusual tourist sites entertained weary travelers." (Source 1)
 - "...Route 66 became known for its fun pastimes and unusual attractions." (Source 3)
 - "After the tour, they can enjoy a round of mini-golf on a course dotted with dinosaur statues. Farther down the old route, motorists can drive through wildlife parks and see bears and bison. Tourists can take photographs and buy souvenirs to remember their visits." (Source 3)
 - Helped stimulate the economy
 - "As automobile travel became more popular in the 1930s, small towns had found ways to lure road-weary tourists to stop and spend money there." (Source 1)
 - "They hoped that drivers would pay an admission fee or purchase gas when they reached the attraction." (Source 1)
 - "Tourists can purchase souvenirs and snacks at the trading post, and children can have their pictures taken with the unique and larger-than-life roadside characters." (Source 3)

Top Score Response (continued)

- Preserved history
 - "They also gathered stories from local historians as well as souvenirs and memorabilia from the 1930s to the 1960s. Kunkle says that they were conducting their own form of archaeology as they traveled from town to town." (Source 2)
 - "They also gathered firsthand information from owners and employees of the roadside attractions." (Source 2)
 - "They decided that a good way to keep those stories alive would be to create souvenirs using the logos of the roadside attractions." (Source 2)
 - "In the town of Oatman, burros wander the streets. The burros are thought to be descendants of the donkeys from the gold-mining camps of the 1800s." (Source 3)
- Educated travelers
 - "The small town of Enterprise, Alabama, taught a lesson about agriculture with its gigantic Boll Weevil monument. After a plague of the insects destroyed the region's cotton harvest, the statue was erected to remind farmers of the danger of relying on a single crop." (Source 1)
 - "The Petrified Creatures Museum near Richfield Springs was a collection of huge, brightly painted dinosaurs in a natural setting." (Source 2)

(10 Points)